01.26.2010

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| Students will come to understand that one size does not fit all. | | | | |
| **Essential Questions** | **Students will know:** | **Students will be able to:** | **Assessments/Evidence of Understanding** | **Resources** |
| How can teachers ensure they “reach” all their students? | Three fundamental principles of learning  Essential Features of Inquiry and their variations | List and describe the three fundamental principles of learning  List and describe the essential features of inquiry  Differentiate between inquiry-based instruction and non-inquiry-based instruction | Discussion  Brainstorm/discussion  Teaching Science as Inquiry Discussion  Revision of initial thoughts | “Knowing vs. Understanding” Article  [www.learner.org](http://www.learner.org)  How Students Learn  Inquiry & the National Science Education Standards |

**Activities:**

1. Initial Thought - What does it mean to “do the work that scientists do”?
2. “Fish is Fish” – The Three Fundamental Principles of Learning
3. Teaching Science as Inquiry – Do We Know it When We See it?
4. What are the Essential Features of inquiry based instruction? – Discussion/Brainstorm
5. Video Clip – Teaching HS Science: Thinking Like Scientists
6. Article: - “Knowing vs. Understanding”
7. Beluga Whales (if time)